

Teacher(s): Johnson

Subject: Government

Week of: Apr 9 – 13, 2018

Week: 32

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSCG 7 Demonstrate knowledge of civil liberties and civil rights.	Do Now: Guided Instruction (We do)- 5 min quick study  Opening: Focused Instruction (I do)- explain testing requirements (options posted on front board); assist as needed  Work Session: Independent Learning (You do alone)- complete Casino Test according to the rules of the test AND Independent Learning (You do alone)- turn in designated classwork for grade  Closing: Guided Instruction (We do)- How differently do you take this kind of test rather than the normal one? Does this system work better or worse than a normal test?  Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Casino Test</li> </ul>	Formative:  Teacher Observation Q&A
	Purpose: To provide the students with an opportunity to validate their learning by taking a variation of the standard multiple-choice test call Casino			Summative:  CG Unit 5 Test
Tues	Standard(s): SSCG8: Demonstrate knowledge of the legislative branch of government. a. Cite the formal qualifications for representatives and senators listed in the Constitution. b. Describe the election process for representatives and senators and how the 17 <sup>th</sup> impacted the election of senators.	Do Now: Guided Instruction (We do)- How often are representatives elected?  Opening: Focused Instruction (I do)- Introduce and discuss new GSE (CG 8) and elements a and b; explain work session requirements; assist as needed  Work Session: Independent Learning (You do alone)- Complete double bubble map on element a AND Independent Learning (You do alone)- complete Tree Map on element b  Closing: Guided Instruction (We do)- How many created the double bubble similar to the answer?  Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input checked="" type="checkbox"/> Mind Map <ul style="list-style-type: none"> <li>Double Bubble Map</li> <li>Tree Map</li> </ul> <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:  Teacher Observation Q&A 2 Mind Maps
	Purpose: To provide the students to produce mind maps that reflect the qualifications and election process for representatives and senators			Summative:
Weds	Standard(s): SSCG8: Demonstrate knowledge of the legislative branch of government. c. Compare the terms of office for each chamber of Congress and explain the Founders Intent d. Compare and contrast the powers of each chamber of Congress (e.g., power of the purpose, 16 <sup>th</sup> amendment, treaties, etc.) g. Analyze the positive and negative role lobbyists play in the legislative process.	Do Now: Guided Instruction (We do)- Where do revenue bills have to start?  Opening: Focused Instruction (I do)- introduce elements c and d; explain the work session; assist as needed  Work Session: Independent Learning (You do alone)- Create quick double bubble map to reflect c and list the 3 reasons we have 2 houses AND Independent Learning (You do alone)- Create Tree Map to reflect the powers of the House and the Senate AND Guided Instruction (We do)- Create Tree map reflecting the positive and negative roles of lobbyist  Closing: Guided Instruction (We do)- do think lobbyists are more positive or negative?  Home Learning: complete work session if needed	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input checked="" type="checkbox"/> Mind Map <ul style="list-style-type: none"> <li>Double bubble map</li> <li>2 Tree Maps</li> </ul> <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:  Teacher Observation Q&A 3 Mind Maps
	Purpose: To provide the students an opportunity to compare and analyze the various elements through use of 2 different mind maps			Summative:

Thurs	<b>Standard(s):</b> <b>SSCG8: Demonstrate knowledge of the legislative branch of government.</b> e. Explain the steps in the legislative process f. Explain the functions of various leadership positions and committees within the legislature	<p style="text-align: center;"><b>SUBSTITUTE</b></p> <b>Do Now: Guided Instruction (We do)- prep for work session by taking out your CG 8 Notes</b>  <b>Opening: Focused Instruction (I do)- substitute explains the work session; assist as needed</b>  <b>Work Session: Collaborative Learning (You do together)- create Flow Map of the steps in the legislative process and create 8 flash cards for the “other terms” you should know AND</b> <b>Independent Learning (You do alone)- summarize the 10 bolded leadership and committees</b>  <b>Closing: Guided Instruction (We do)- What is the difference between majority leader and minority leader?</b>  <b>Home Learning: complete work session if needed</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note X Mind Map <ul style="list-style-type: none"> <li>Flow Map</li> </ul> <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Mind Map
	<b>Purpose:</b> To provide the students an opportunity to be able to explain steps in a process and functions of various positions and committees in legislature through creating a Flow Map and summarizing			<b>Summative:</b>
Fri	<b>Standard(s):</b> <b>ELACC9-10RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <b>ELACC9-10RH5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>Do Now: Guided Instruction (We do)- Sign in to Achieve 300 (no labs available)</b>  <b>Opening: Focused Instruction (I do)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1<sup>st</sup> score and showing me that you have 5 dots indicating completion of the work</b>  <b>Work Session: Independent Learning (You do alone)- Complete requirements of the reading assigned on Achieve 3000 using cell phones or netbooks</b>  <b>Closing: Guided Instruction (We do)- Verify quiz grades and completion of the 5 areas; reset netbooks to sign in page</b>  <b>Home Learning: study for CG 8 quiz on Monday</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Achieve 3000</li> <li>Cell Phones and Netbooks</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Achieve results
	<b>Purpose:</b> To provide students with an opportunity to enhance their ability to read within a structured online environment.			<b>Summative:</b>